



**COLORADO**  
Department of Education

# Breaking Down the Barriers of Language Professionals

**IMPACTFUL**

February 2017

# Introductions

## **Lulu Buck**

English Language Development & World Language Specialist  
Colorado Department of Education, The Office of Culturally & Linguistically  
Diverse Education & Standards and Instruction

## **Toni Theisen**

World Languages District Curriculum Representative  
District Dual-Language Immersion TOSA  
2013 ACTFL President  
Thompson School District

## **Janine Erickson**

CCFLT Advocacy Chair  
2009 ACTFL President



# Overview

- This presentation and all resources is located on the Toni's Wiki: <https://ccflt2017loveland.wikispaces.com>
- Review ideas to build collaboration between World Language and English Language Learner teachers and departments.
- To better understand the similar strategies of cultural responsive teaching.
- To expand the knowledge for all that is going on for languages in Colorado.

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# Overview

- **World Language and English Language Learner teachers and departments have long been separated. But why?**
- **This session will give insight on how the Colorado Department of Education has begun to break down the barriers to bring these groups together to collaborate and advocate for the same language causes for all students.**

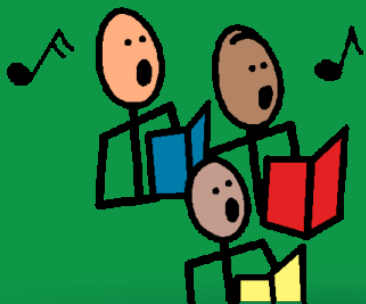
# I = Influence

- *Once upon a time....  
a seed was planted...*



# IMPACTFUL





# M = Movement

- Modelling Culturally Responsive practices.
- Establish norms for the “Courageous Conversation”.
- Use norms in combination with the “Courageous Conversations Compass.”
- Know where you and your team members are within the compass.
- Keep an open mind in all the “cultures” you come across when working with other group cultures. Cultures doesn’t just mean race. It can mean groups, departments and organizations within your school or district.



# Norms

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure

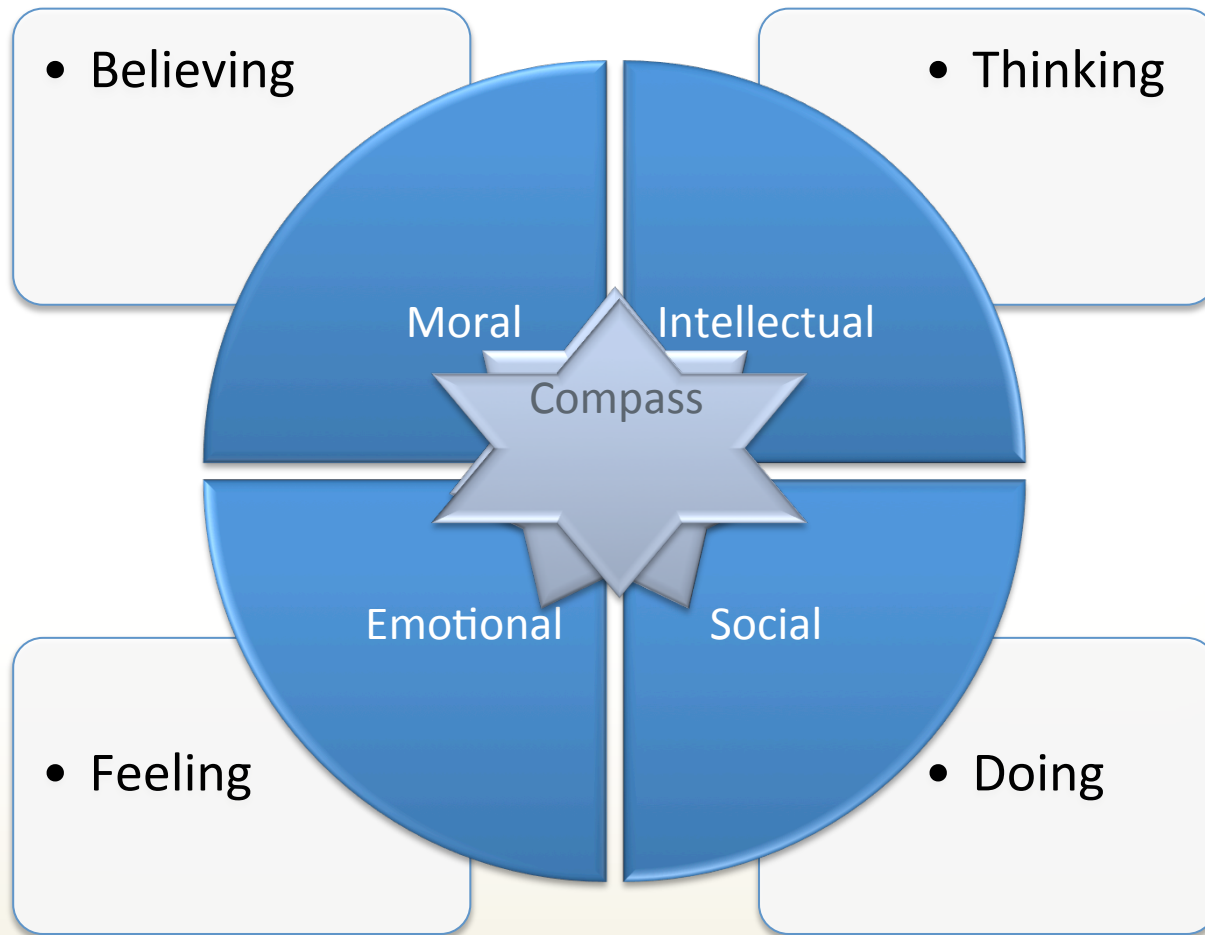


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# The Courageous Conversations Compass





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# Culture

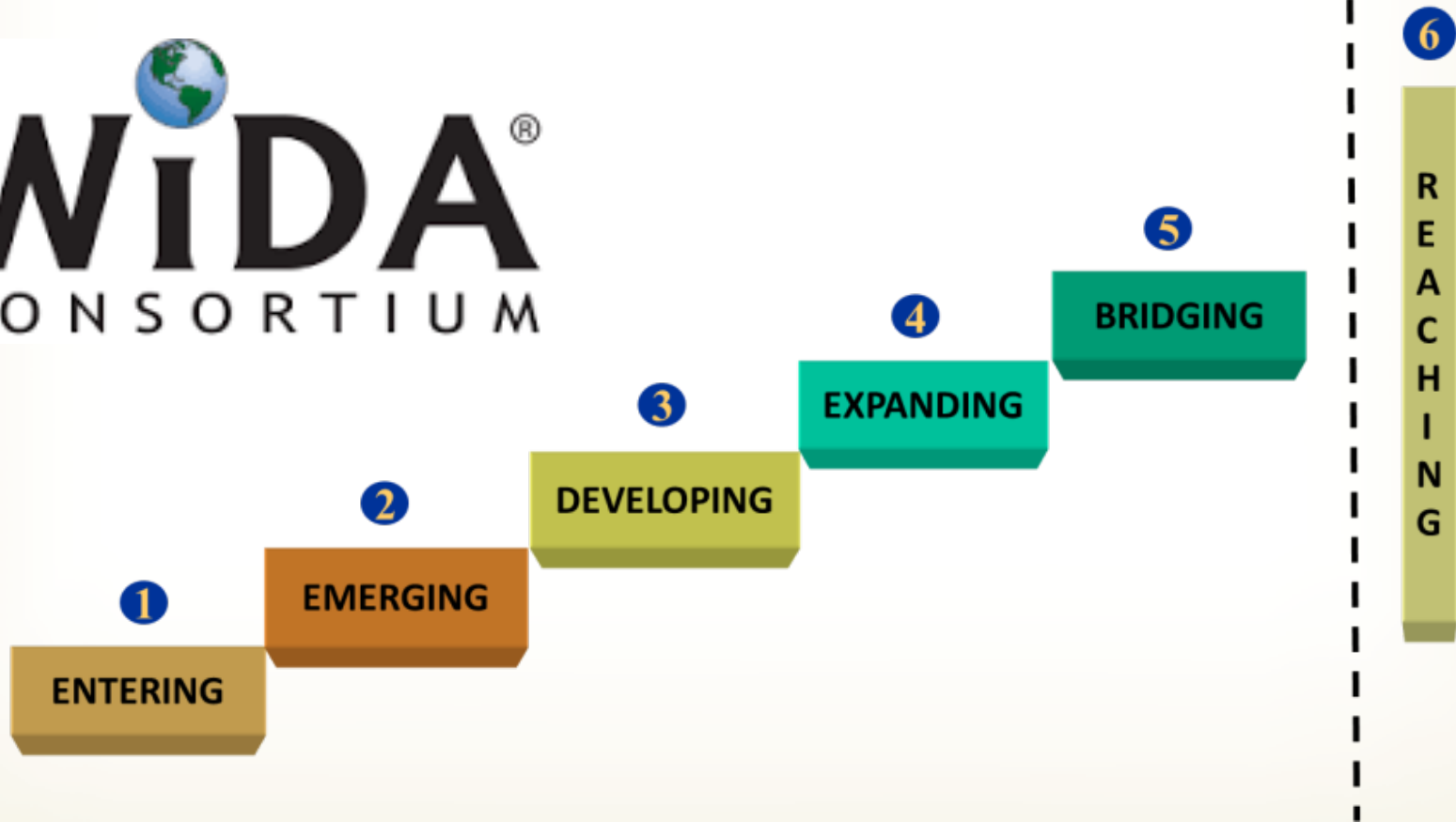
**Culture is the system of shared beliefs, values, customs, behaviors, and artifacts with which the members of society use to understand their world and one another.**



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# English Language Proficiency Levels



# Criteria for Performance Definitions

6

REACHING

ENTERING

EMERGING

DEVELOPING

EXPANDING

BRIDGING

## **Linguistic Complexity:**

Amount, structure, density of text

Cohesion of text

Variety of sentence types

## **Language Forms and Conventions:**

Types and variety of grammatical structures

Convention, mechanics and fluency

Match of language forms to purpose/perspective

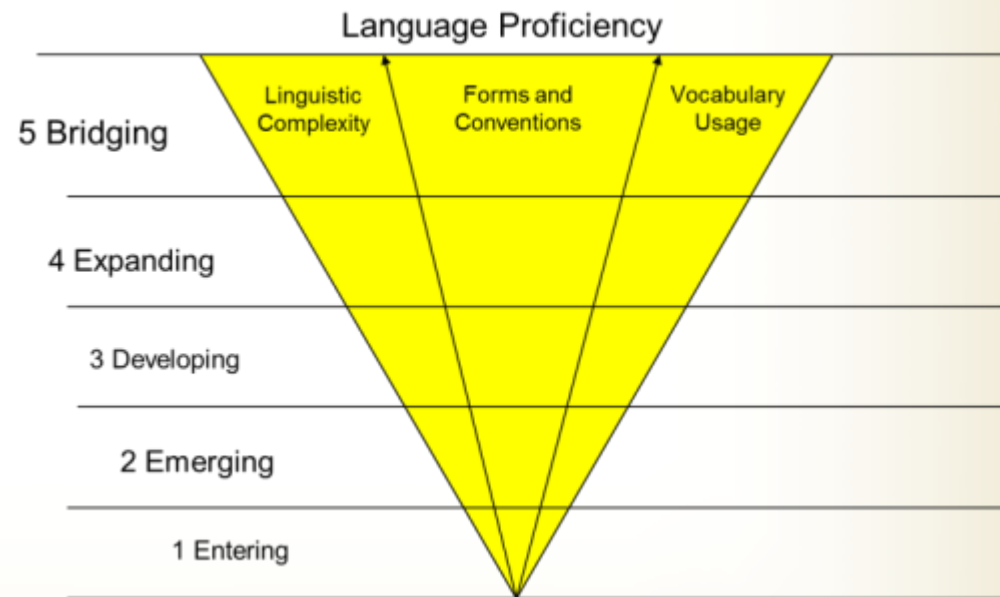
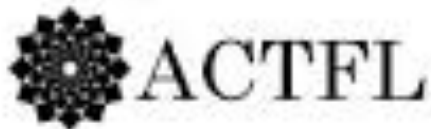
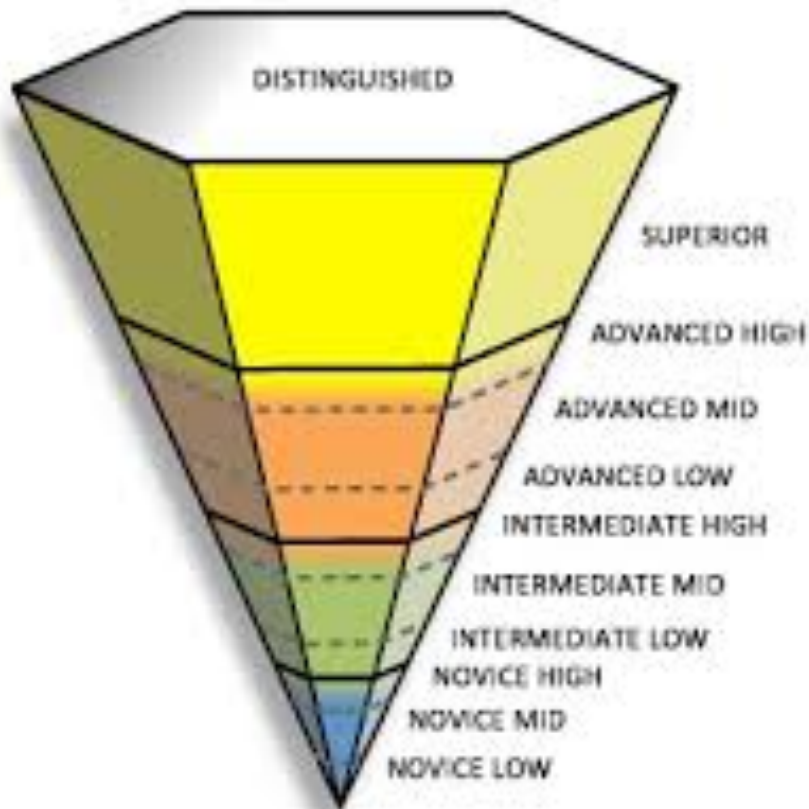
## **Vocabulary:**

General, specific and technical language

Multiple meaning words, nuances and shades of meaning

Collocations

# P - Proficiency



# Language Alignment Chart

## ACTFL Proficiency Scale

Novice			Intermediate			Advanced		
Low	Mid	High	Low	Mid	High	Low	Mid	High

## WIDA Proficiency Scale

Level 1	Level 2	Level 3	Level 4	Level 5
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- The TESOL Proficiency Levels have been approximated to align with the ACTFL scale based on ESL classroom standards
- It is also important to note: a score of 3 on the AP Exam is equivalent to Intermediate Mid and/or Level 4
- Seal of Biliteracy requirement for many states is intermediate mid and/or Level 4.
- Highest levels of language proficiency are not show: Superior and Level 6

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# Advocacy & Action

## **Joint National Committee on Languages National Council on the Languages and International Studies**

“JNCL is working diligently to strengthen the bipartisan support for the Language Enterprise on Capitol Hill to build relationships with the new administration”

William P. Rivers, Ph.D.

Executive Director



## 2016 Activity

More than 80 meetings with Congressional offices and the Executive Branch offices that administer the programs we support

More than 135 meetings on Capitol Hill:

- The U.S. Department of Education
- The National Endowment for the Humanities
- The Institute of Education Sciences
- National Federation of Independent Business

**Seals of Biliteracy** over the course of 2016 – 8 new states signed into law in Georgia, Florida, Maryland, Rhode Island, Arizona Oregon, and New Jersey

Fought Computer Coding and the Foreign Language Requirement

- to oppose bills in 2016 that sought to substitute computer science or coding credits in K-12 for language credits



*Save the Date!*  
*February 28th*

AMERICAN ACADEMY  
OF ARTS & SCIENCES

## AMERICA'S LANGUAGES

Investing in Language  
Education for the  
21st Century

COMMISSION ON LANGUAGE LEARNING



## **The Commission on Language Learning of the American Academy of Arts and Sciences**

“What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language attainment?”

“How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans?”



# The Commission on Language Learning of the American Academy of Arts and Sciences

Examined the state of languages in the US relating to:

- Cognitive & Educational benefits for the individual
- Economic growth
- National & global security
- Social justice and the fulfillment of the individual

The study will :

- Forecast the nation's future language education needs
- Produce a report back to Congress in 2017 with concise, actionable recommendations to meet those needs





# Standards Revision Process

www.cde.state.co.us/standardsandinstruction/casreview

## Webinars

Communication Resources

Standards Implementation Support

District Sample Curriculum Project

PLC-Bytes and Webinars

Extended Evidence Outcomes

Colorado English Language Proficiency Standards

Career and Technical Education

The Arts

Comprehensive Health

Mathematics

Physical Education

Reading, Writing, and Communicating

Science

Social Studies

World Languages

Computer Science

Elementary Education Resources (P-6)

## Colorado Academic Standards

ALL STUDENTS  
ALL STANDARDS



## News

- [Standards Review and Revision Committee Application is open through Mar. 15](#)
- [Next Standards Review and Revision Monthly Webinar is Mar. 16](#)
- [View Colorado academic standards perception survey results \(PDF\)](#)

## Submit Your Ideas

CDE is committed to facilitating an inclusive, open, and transparent review and revision process for the [Colorado Academic Standards \(CAS\)](#). We invite all interested educators, school and district leaders, parents, elected officials, students, faculty at institutions of higher education, education organizations and community members to participate.

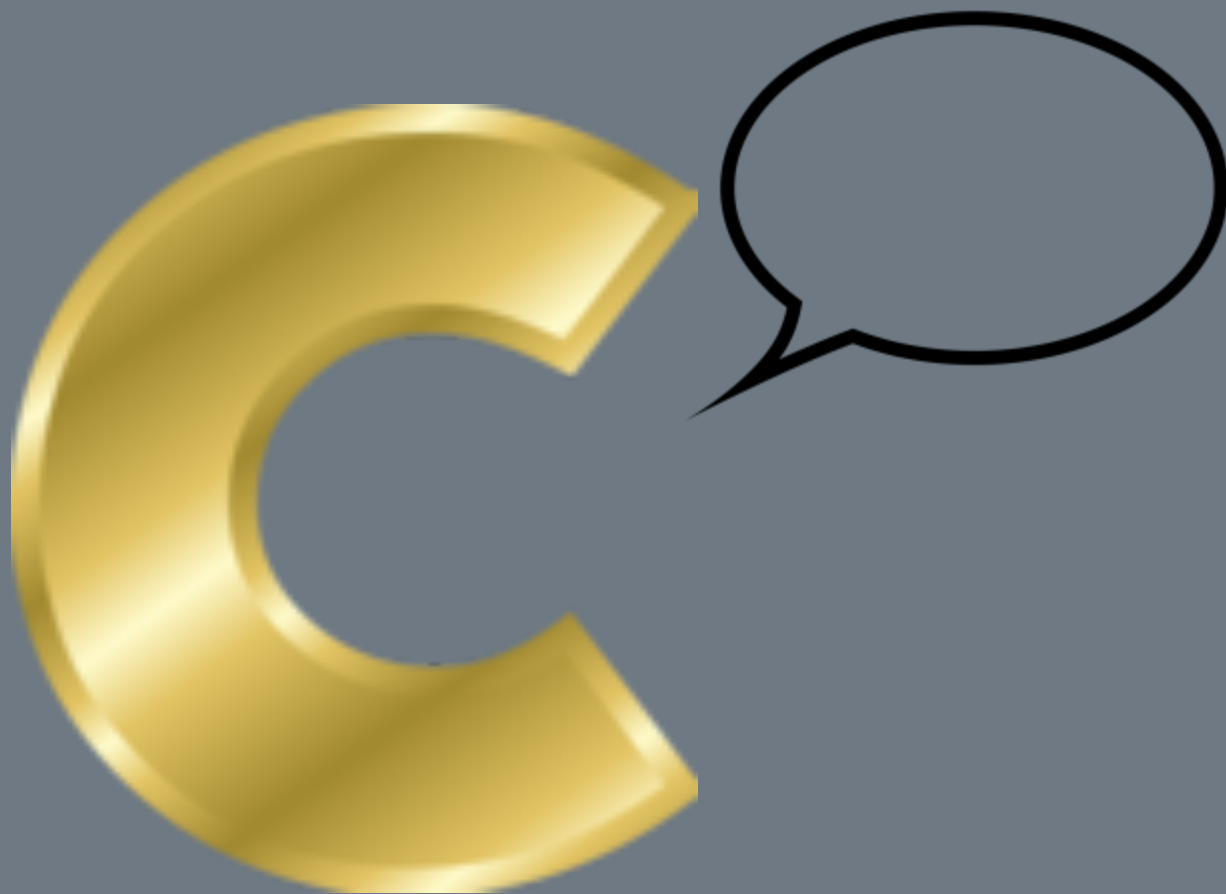
## Online Standards Feedback System

This online system is designed to obtain feedback on each expectation within the CAS. Your input will inform CDE's plan for the standards review process and be provided to content area committees that will

## Colorado English Language Proficiency Survey

CDE is administering a survey specific to the Colorado English Language Proficiency (CELP) Standards. Your input will inform the Colorado Department of Education's plan and future work of the

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# C- Collaboration

## Seal of Biliteracy – Colorado's status



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# T



# CORE PRACTICES

For World Language Learning



## Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

## Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



## Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

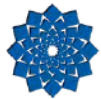
## Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



## Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



ACTFL  
AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

Visit [www.actfl.org/virtuallearning](http://www.actfl.org/virtuallearning)

## Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



# STEP 1



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## Lesson Plan Template for World Languages Steps 1-4

Language Level		Grade		Date		Day in Unit		Minutes	
Unit Theme and Question									
Daily topic:									
<b>STEP 1: STANDARDS</b>	<b>METACOGNITIVE QUESTIONS BEFORE PLANNING WITH STANDARDS</b>								
What are the communicative and cultural objectives for the lesson? How is culture embedded using the target language for the lesson?	<b>Communication and Cultures</b>	Which modes of communication will be addressed?	<ul style="list-style-type: none"> <li>How do learners interact and negotiate meaning in spoken or written conversation to share information, reactions, feelings, and opinion?</li> <li>How do learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics?</li> <li>How do learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers?</li> <li>How do learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied?</li> <li>How do learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied?</li> </ul>						
		<input type="checkbox"/> Interpersonal							
		<input type="checkbox"/> Interpretive							
		<input type="checkbox"/> Presentational							
If applicable, indicate how Connections • Comparisons • Communities will be incorporated into the lesson.	<b>Connections</b>	<ul style="list-style-type: none"> <li>How do learners reinforce and further knowledge of other disciplines in this lesson?</li> <li>How do learners access and evaluate information and diverse perspectives that are available in the language and its cultures?</li> </ul>							
	<b>Comparisons</b>	<ul style="list-style-type: none"> <li>How do learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own?</li> <li>How do learners use the language to investigate, explain and reflect on the concept through comparisons of the cultures studied of the language studied and their own?</li> </ul>							
	<b>Communities</b>	<ul style="list-style-type: none"> <li>How do learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world?</li> <li>How do learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement?</li> </ul>							

# STEP 2



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## Lesson Plan Template for World Languages Steps 1-4

<b>STEP 2: PLANNING</b>	<b>LESSON OBJECTIVES</b>		
	<b>Communication and Cultures</b>		
	<b>Connections</b>		
	<b>Comparisons</b>		
	<b>Communities</b>		
<b>Lesson Sequence</b>	<b>Activities/Strategies</b> What will learners do? What does the teacher do?	<b>Time*</b> How many minutes will this segment take?	<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?
<b>Gain Attention / Activate Prior Knowledge "The hook"</b>			
<b>Provide Input</b>			
<b>Elicit Performance / Provide Feedback</b>			
<b>Provide Input</b>	<i>If applicable</i>		
<b>Elicit Performance / Provide Feedback</b>	<i>If applicable</i>		
<b>Closure</b>			
<b>Enhance Retention &amp; Transfer</b>			

# STEP 3



# STEP 4



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## Lesson Plan Template for World Languages Steps 1-4

### STEP 4:

#### Metacognitive Reflection:

- How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?
- How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?
- In what ways did the learning target support the generalization?
- Which instructional strategies fostered learning the lesson’s skills, processes, or content?
- What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?

#### Formative Assessment

- What “indicators of success” showed that the students are gaining mastery?
- How will I use that evidence in a feedback loop?

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.

# Event Website

www.cde.state.co.us/standardsandinstruction/highimpactinstructionalstrategies/wl

Colorado Academic Standards Resources

Colorado Academic Standards Review and Revision

Communication Resources

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**Mathematics**

**Physical Education**

**Reading, Writing, and Communicating**

**Science**

**Social Studies**

**World Languages**

**Computer Science**

**Elementary Education Resources (P-6)**

## High Impact Instructional Strategies: World Languages

### District Sample Curriculum (DSCP): Phase IV High Impact Instructional Strategies


Hello,

I am very proud to present standards-based instructional resources for World Languages. The model lesson is a set of full lesson materials developed to train content area teachers at the 2016 All Students, All Standards Instructional Strategies Summer Institute. The additional sample lesson resources represent the work of a team of Colorado educators to share how they develop their own unique standards-based lessons that employ high-impact instructional strategies. As examples, they are intended to provide support (or conversation/creation starting points) for teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Phase IV of the District Sample Curriculum Project is intended to share just a sampling of lesson planning processes and ideas as a response to requests from local schools and districts asking for more explicit instructional sample ideas. Thank you to the educators that worked diligently to submit their work for this purpose!

Lulu Buck  
World Languages Content Specialist

**ASAS WL Event Highlight FINAL CDE 2016**



**World Languages Instructional Resources**

- [The Six Core Practices \(DOC\)](#)
- [Lesson Plan Template for World Languages \(DOC\)](#)

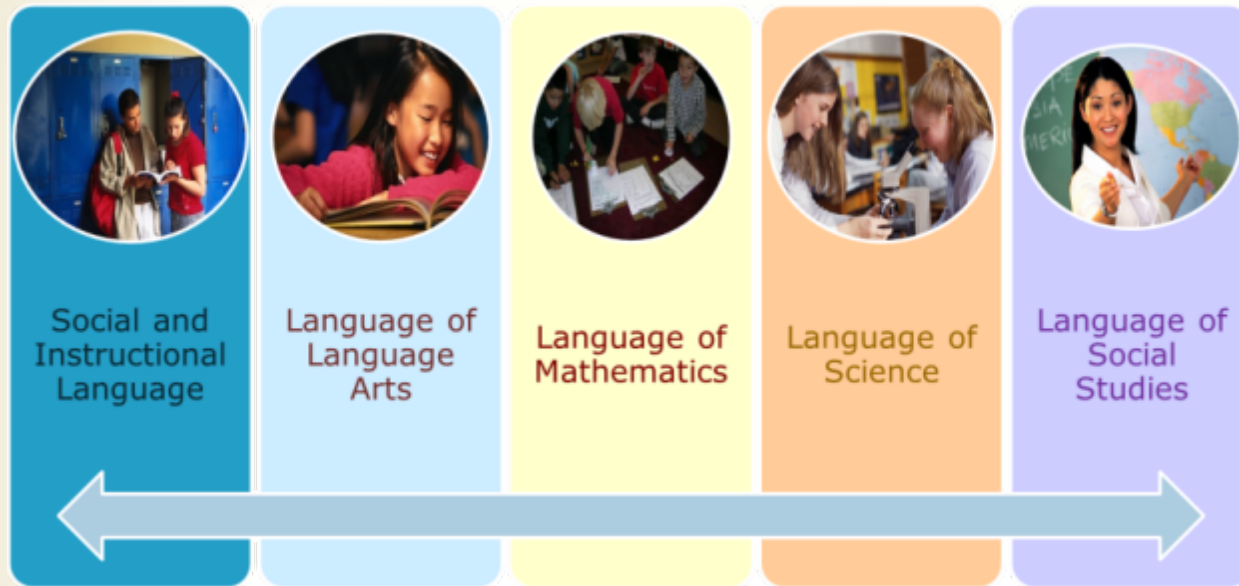
**Phase IV General Training Resources**

- [Blank Lesson Plan Guide \(DOC\)](#)

# T- Tools for Teaching

- Colorado Standards for English Learners
- Colorado Standards for World Languages – apply for the committee for the Revision Process
- How are they similar? How are both a tool?

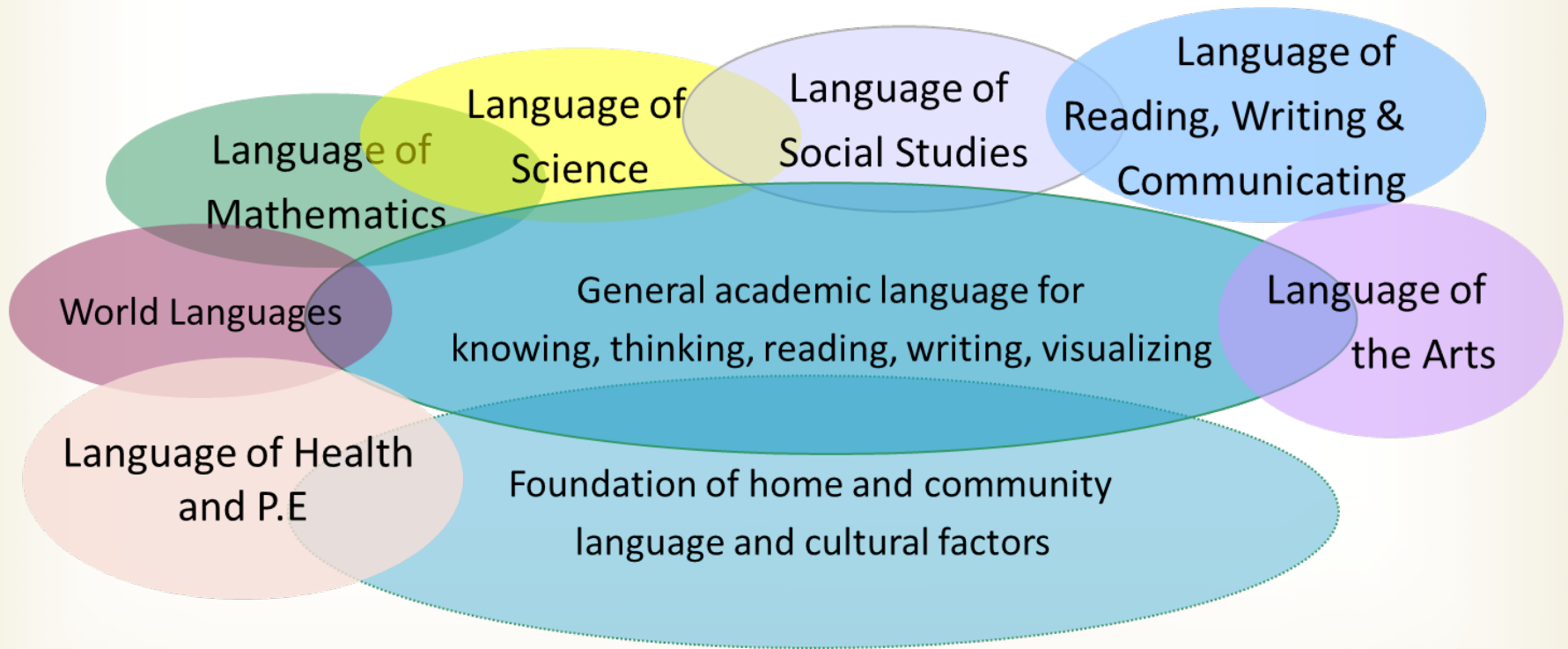
# Standards



## WIDA Standards & National World Language Standards



# Linking Language to Content



# A Guide to the Colorado Academic Standards



Novice-Low Proficiency Range

## Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for world languages and offers some possible learning experiences students may engage in as they progress through the novice-low proficiency range of language development.

## Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

## World Languages for Elementary and Secondary Schools (K-12)

The world language standards create a roadmap to guide students in the process of learning a new language and understanding diverse cultural perspectives, as well as developing insights into their own language and culture. The standards reflect a performance-based discipline which emphasizes communication skills (speaking,

At the end of this level,  
students can.....



World Languages

Novice-Low Proficiency Range



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[www.cde.state.co.us](http://www.cde.state.co.us)

**Colorado**  
**PTA**  
everychild. onevoice.

[www.copta.org](http://www.copta.org)

## Language Proficiency Range Levels

Language proficiency refers to the degree of skill with which a person can use a language to understand, speak, read, write, and listen in real-life situations. Colorado's standards provide guidance for the introduction of a new language (novice-low) through the minimum proficiency range deemed postsecondary and workforce ready (intermediate-mid). Progression through levels of proficiency is influenced by program design (grade levels, competency-based programs, time for language instruction) and a student's individual rate of acquiring language.

### World Languages Learning Expectations for Novice-Low Proficiency Range

#### Interpersonal Mode (Speaking and Writing)

Communicate on very familiar topics using single words and phrases that have been practiced and memorized.

#### Interpretive Mode

Throughout the Novice-Low  
Proficiency Range,  
you may find students... *(using the  
target language to...)*

- Meet and greet their peers and the teacher in socially and culturally appropriate ways.
- Ask and answer simple questions about personal information.

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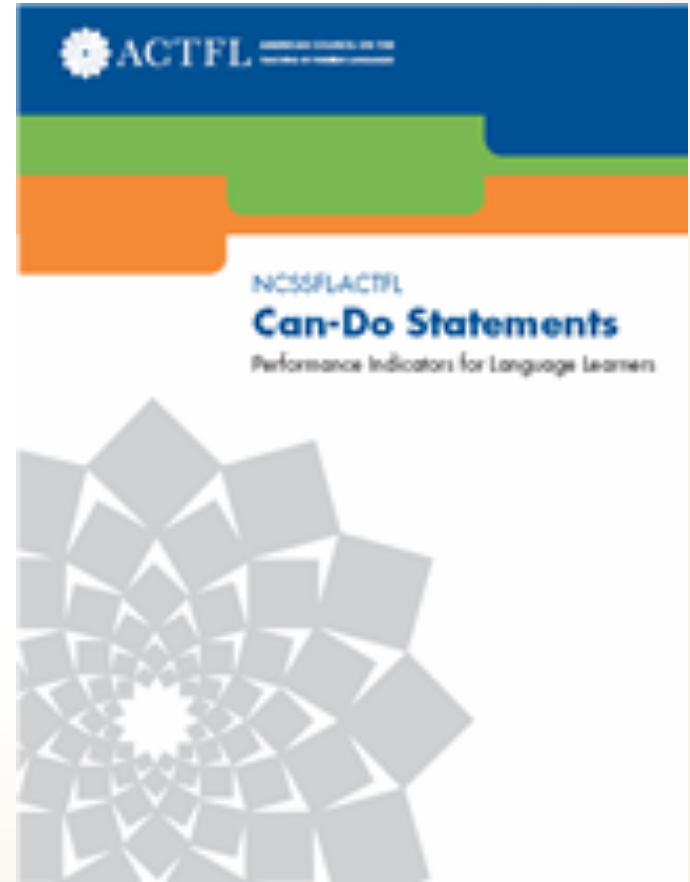


# F – Fire around Fluency

- How do both gauge fluency?
- Can Do Statements
- Can Do Descriptors

**The Can Do Philosophy!**

# Can Do's



# IMPACTFUL



# U - Utilize



# IMPACTFUL



# L - Learning

- Continue to learn. Expand your knowledge. Keep learning! We learn more when we collaborate!
- From what was presented to you today: What did you learn that can be helpful for language professionals for your state, school or district?

# IMPACTFUL

- **I** - Influence
- **M** - Movement
- **P** - Proficiency
- **A** - Action
- **C** - Collaboration
- **T** - Tools for Teaching
- **F** - Fire for Fluency
- **U** - Utilize
- **L** - Learning

# For 1<sup>st</sup> hand notifications

- Follow Lulu on Facebook - Lourdes Lulu Buck
- Sign up for the Colorado Department of Education Newsletter “The Scoop”.
- Get involved in our committees.
- Run as a board member of the CCFLT!

# Thank you!

